DOCUMENT RESUME

ED 167 547 SP 013 956

TITLE	Planned Variation in Responding to Student Learning Styles - Set 3 (3 films of the 7 film Responsive Teaching Series). Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Sep 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Classroom Communication; Cognitive Style; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Materials; *Skill Development; Student Motivation; *Student Teacher Relationship; *Teacher Response; *Teaching Methods; Teaching Skills; Validated Programs

ABSTRACT

The teacher program and instructional materials described here focus on skill building in methods of responsiveness, increasing student initiative, and providing varying degrees of structure according to student needs. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED167547

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: PLANNED VARIATION IN RESPONDING TO STUDENT LEARNING STYLES - Set 3 (3 films of the 7 film Responsive Teaching Series)

Publication Date(s): 1976

Intended Users: The developer does not state whether the program is intended for preservice or inservice use. The describer infers that the program is primarily intended for inservice use.

Grade Level(s): Elementary, middle, secondary school

Number: Group

Primary Focus: The product focuses on skill building, providing information and increasing understanding. The content is directed toward guiding teachers in methods of responsiveness, increasing student initiative, and providing varying degrees of structure according to student needs.

School subject(s) and/or inservice topic(s) covered:

The inservice topic covered is student learning styles and teacher responsiveness.

The school subjects used as illustrations in the films are linguistics and language arts.

What participant does in using the materials:

The user reads the material, takes the self-checks, views the films, and engages in discussion with peers and an instructor.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACYLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Resources:

Resources include an Instructor's Manual (softcover, 64 pages), a Student's Manual (softcover, 64 pages) and three films. Transcripts of the films are included in the manuals.

Describer critique:

The product is well designed and clearly expressed. Classroom observation and/or a microteaching experience might be valuable adjuncts. The content has useful practical application for teachers, although the films appear to show an unrealistic, idealized setting.

TS86 (TS) student learning - (ELA) communication - (ELA) language skills TD

SP013956

1.0 PURPOSES:

Rationale

In the introduction the developer states: "Teacher-pupil interaction is a concept that can express at least two levels of educational meaning. At the immediate, substantive level there is the interaction of verbal communication where each comment is simultaneously the invitation to a new remark and the reflection of a previous remark. At still another level there is the interaction of an instructional system, where an instructional strategy selected by the teacher sets certain constraints upon behavior and provides certain options for expression and the teacher adapts these constraints and options to needs and pressures exerted by the learners, who operate within the system. Those two levels of interaction are critical for those of us who live in the world of the classroom."

Goals

On page 3 of the introduction the developer states: "Creating appropriate learning tasks and instructional settings is basic, but it is not enough . . . . We must also work to change verbal communication patterns. At both levels the cultural expectation is that teachers will take the initiative to direct learning activities. Both pupils and teachers share this expectation. To create interaction in which teacher responsiveness supports pupil initiative is to set a course against the prevailing cultural currents."

The describer infers that the goals of the product are directed toward creating this interaction.

Objectives

The objectives to the three sections are stated as follows: After reading the following selection the student should:

1. "Identify the three developmental stages in student learning style, and briefly describe the appropriate or matched learning environment for each;

2. "Be able to distinguish between two concept learning strategies in terms of teacher moves characteristic of each; and

3. "Be able to identify instances of three different types of teacher responsive moves."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

RESPONDING TO STUDENT LEARNING STYLES - Instructor's Manual
Student's Manual

Contents:

Suggestions for Instructors	
Introduction	pp. 1-4
Objective 1. Variation in Student Learning Styles	pp. 5-13
Self-Check No. 1	p. 14
Objective 2. Variation in Instructional Strategy	pp. 15-40
Concept Formation Model	
"Telephone Conversations"	
Concept Attainment Model	
"Kinds of Sentences"	
Self-Check No. 2	p. 41
Objective 3. Variation in Verbal Communication Transcript	pp. 43-55
"Responding to Student Learning Styles"	
Self-Check No. 3	pp. 56-58
Answers to Self-Check No. 3	pp. 59-61
Conclusion	pp. 62-64

Films: (each 16mm, 23 minutes)

"Kinds of Sentences"
"Telephone Conversations"
"Responding to Student Learning Styles"

Sequence

The developer makes no statement about sequence, but the describer infers that the material is designed to be used sequentially.

There are no prerequisites for use of the product.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

One could use the product independently, in which case s/he will view the films in a learning laboratory, or in a group classroom setting. Discussion will follow after each viewing, led by the instructor. In a group setting the user will interact with the instructor and with peers. The user will take the two self-checks provided in the manual and read the material.

The developer suggests a period of an hour and a half or two hours to view the first two films and have discussion. The developer also suggests that at least two class sessions be reserved for viewing and discussing all three films, and that preliminary and follow-up reading in the manual be assigned as independent work outside class time.

3.2 Help given in use of product:

The product includes an Instructor's Manual.

There are no guidelines for adaptation. The describer infers that the instructor should either be a teacher or have had previous teaching experience.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are three self-checks included in the manual. There is no other evaluative material. The self-checks come after objectives one, two, and three.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The user spends about four hours of class time viewing and discussing the films. The other work is done at the discretion of the user on his or her own schedule.

Either a learning laboratory or classroom space is required with equipment to show the 16mm films.

Administrative/organizational arrangements must be supplied by the user and/or the instructor.

5.2 Distributor name/address:

National Resource and Dissemination Center
Department E76
University of South Florida
Tampa, Florida 33620

(813) 974-2875

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
PLANNED VARIATION IN THE CONCEPT ATTAINMENT MODEL - Set 3 includes:				
Instructor's Manual	$3.00	no	one	yes
Student's Manual	3.00	no	1/participant	yes
three 16mm films:				
"Kinds of Sentences"	175.00	$15/5 days	one	yes
"Telephone Conversations"	175.00	$15/5 days	one	yes
"Responding to Student Learning Styles"	175.00	$15/5 days	one	yes

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The three developers are Ms. Greta Morine-Dershimer, Mr. Ned A. Flanders, and Mr. David E. Hunt. Ms. Morine-Dershimer was formerly with the Far West Laboratory for Educational Research and Development. She is currently working with the Teacher Corps in Oakland, California, and has had teaching experience. Mr. Flanders is with Stanford University. No information is available about Mr. Hunt.

6.2 How developed and when:

The product was developed over a two-year period beginning in 1974 with federal funds under the asupices of the Far West Laboratory for Educational Research and Development. It was field tested in the public schools of Oakland, California with children of varying ages and backgrounds.

6.3 Evidence of effectiveness with users:

The product was extensively edited and reworked for clarity and effectiveness.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The program is well-suited to enable users to learn and apply strategies for dealing with the different learning styles of pupils. It is adaptable for preservice and inservice teachers, K-12, and in a wide variety of subject areas. The technical quality of the manuals is good. The print is clear and they are sturdily bound. The technical quality of the films is marred somewhat by slightly blurry sound and not entirely distinct pictures. Handwriting on the blackboard is almost illegible because of faintness, and generally the color is not bright.

Content accuracy/social fairness/community acceptance issues:

While the main thrust of the program is to present theory and practice rather than factual information, the content material is based on research and practical application. The information is current. The children and adults shown in the films appear to be predominantly middle class and white. Minority representation is not good. There is no sex bias.

The content is controversial to the extent that some will take exception to the subject matter taught and its presentation, and others to the idea that some children need less structure than do others.

Overall summary/comment:

One main strength of the product is its practical application for classroom teachers. It is clearly written with obvious teacher input. It is well organized and achieves its purpose. The describer feels that either classroom observation or microteaching or both would be a useful adjunct to the program.

The films may lack credibility for some in that they show small groups of what appear to be highly motivated, well-behaved children; all of which may not reflect the actual teaching environment for many teachers.

MB-9/77